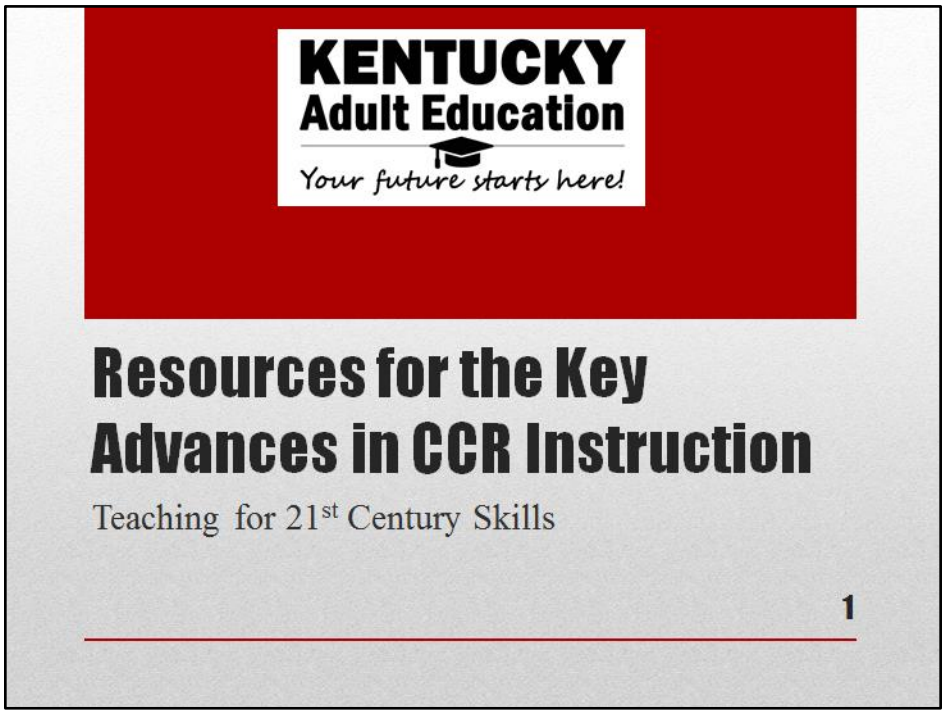
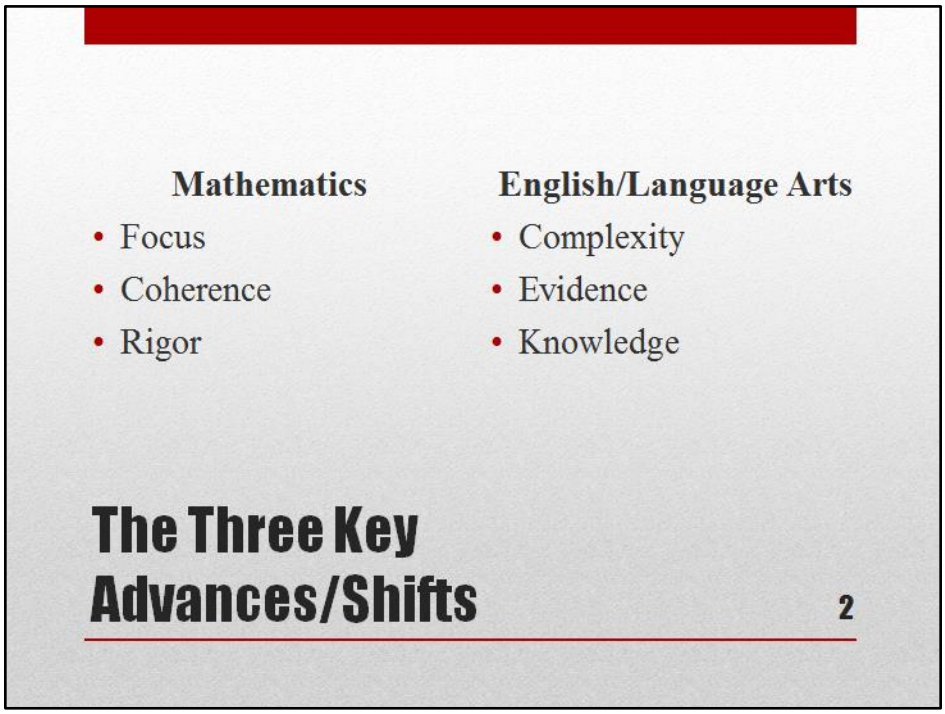
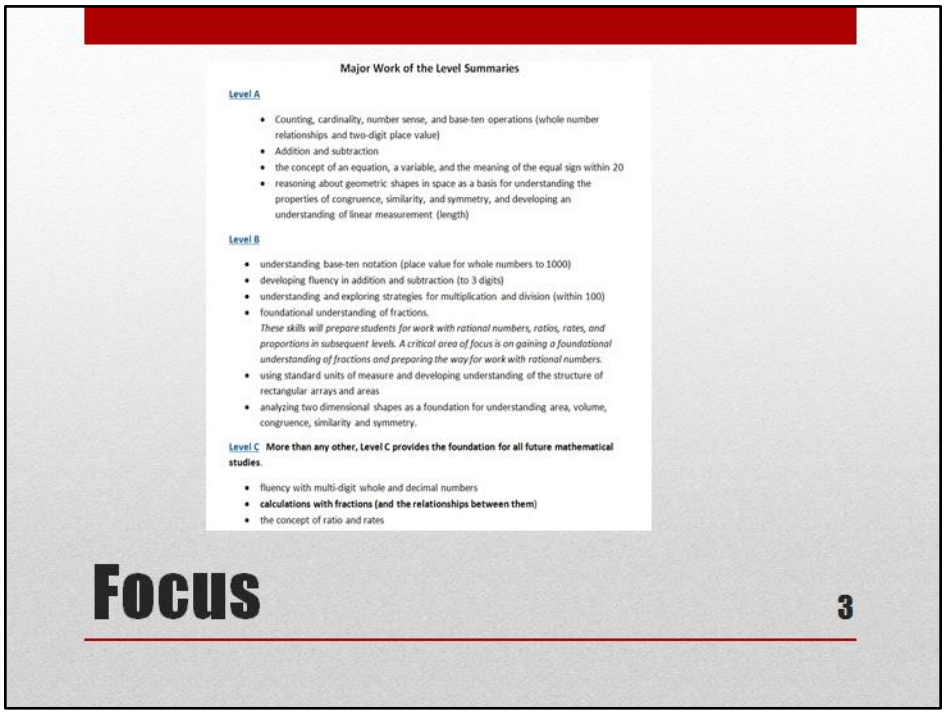


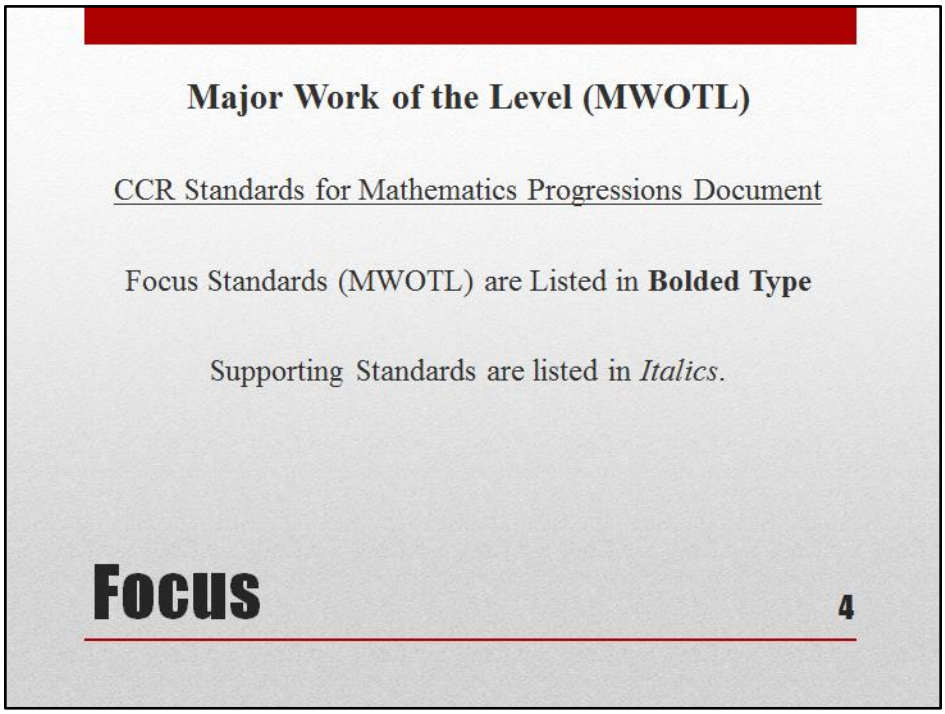
Today's employers are asking for workers that can problem solve, think critically, collaborate as a member of a team, and communicate effectively. The key advances, or key shifts in instruction as they are often called, play a huge role in preparing students with these necessary skills. During this webinar, Dawn and I will be giving you an overview of the key advances and the resources from OCTAE for using them with your instruction. As we take you through the power point, please keep in mind that these key instructional shifts are not only essential in preparing our students for college and careers, but also for the GED test and eventually, when OCTAE moves to the new NRS descriptors, they will be needed to get level gains on the new TABE test.



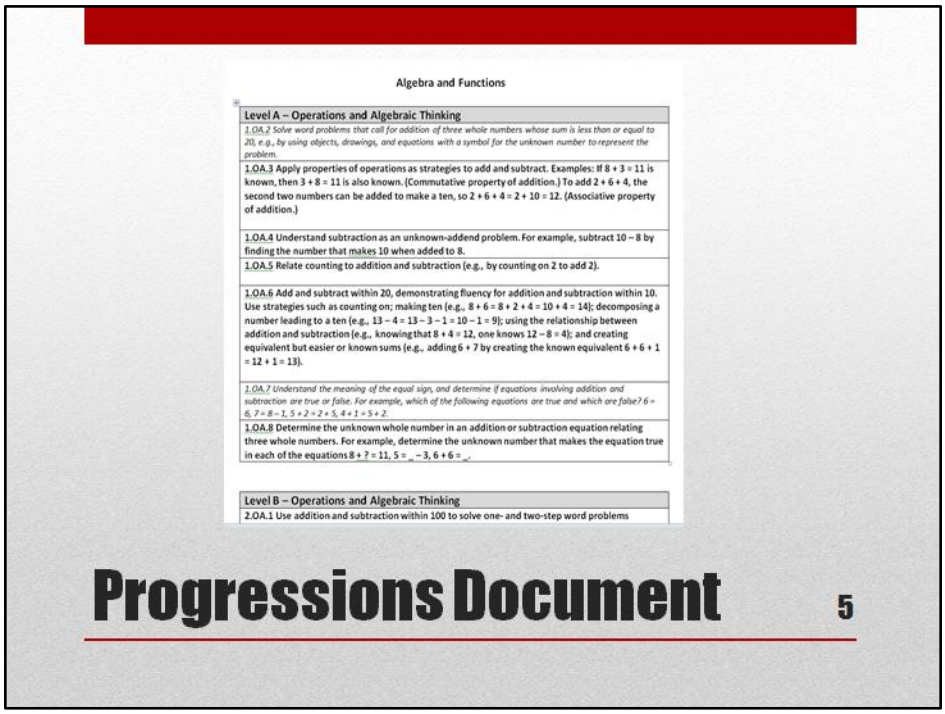
I'll be taking you through the 3 key advances for math, focus, coherence and rigor. Dawn Hanzel will then explain the three shifts for English/Language Arts – complexity, evidence and knowledge. All of the resources we'll be showing you are now available on our website which we'll show you at the end of the webinar.



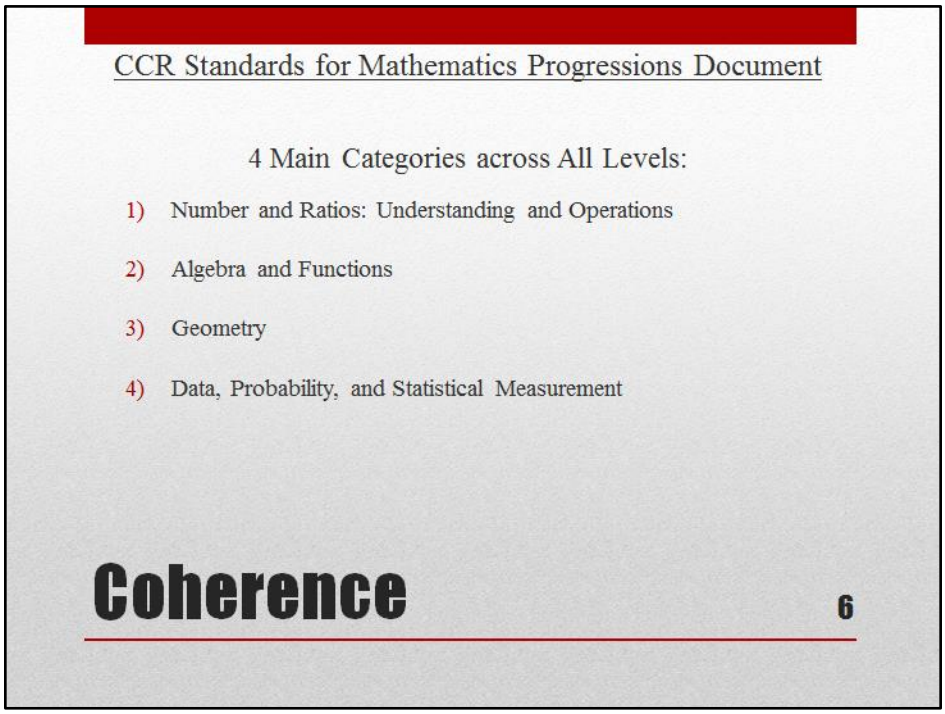
The first instructional math shift is to focus on a deep and thorough understanding the major work of each level of the CCRS. Too often, by trying to quickly cover several topics, students never really own the material. This document offers a summary of what topics should be learned deeply and well in each level of the standards. This is just a screenshot; the actual document lists the MWOTL through Level E.



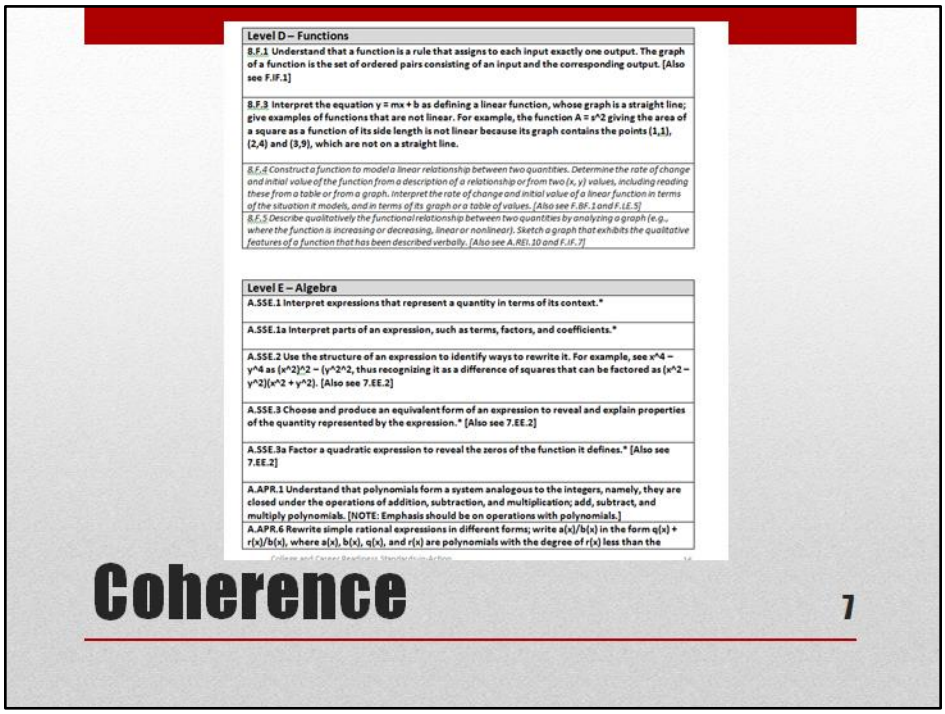
Whereas the summary document listed the MWOTL topics, the CCR Standards for Mathematics Progressions document actually tells us which standards in each level address the MWOTL. We call them Focus Standards and they are presented in bold type while the other standards are considered to be supporting standards, indicated in italics. Here is a screen shot taken from the document.



Can you tell from this example which standards should be the focus of your teaching and which ones can be covered more quickly? Let's take a closer look- at the very lowest level of algebraic thinking, 5 of the 7 standards should be a focus.

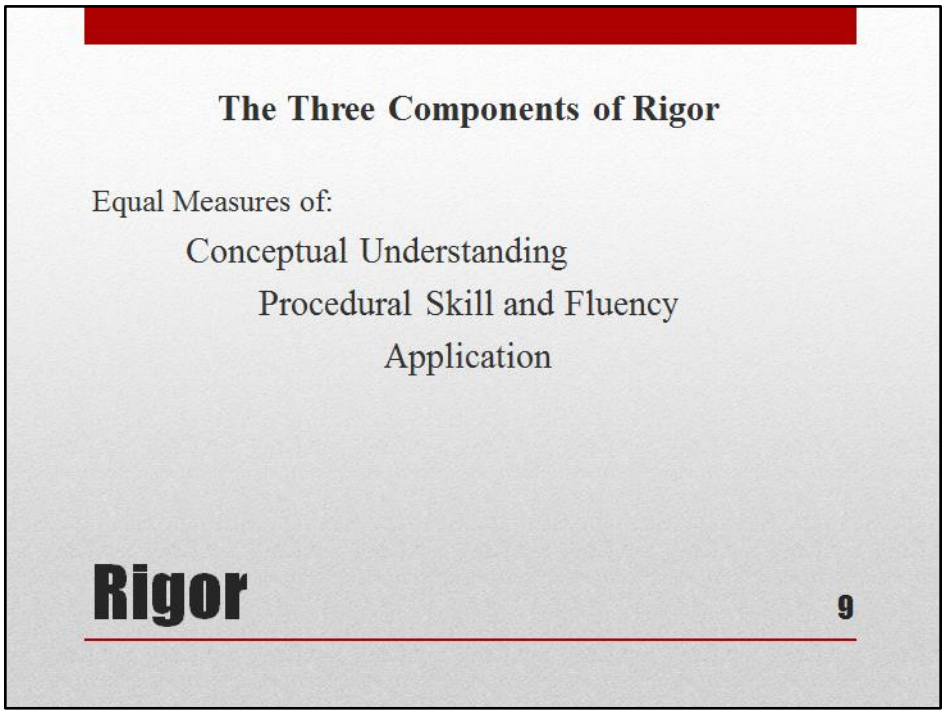


The second shift has to do with how instructors design a mathematical learning path. Coherence speaks to the progression in content within and across levels, allowing students to build new understanding on previous foundations. The same document used to identify focus standards should be used to assure a coherent progression of learning. When you become familiar with this document, you'll find that the layout of the math standards has been simplified. Rather than all those different domains as you move across levels, all the domains have been placed into just 4 categories. For example, as the levels progress under Number and Ratios, you'll see Level A presents the domain Number Base Ten which continues into Level B and C. Number Base Ten evolves into Number Systems by Level D, and finally, by Level E it has become Number and Quantity. By grouping the standards in this way, an instructor can readily see their progression from one level to the next. Here's an example from the Algebra category.



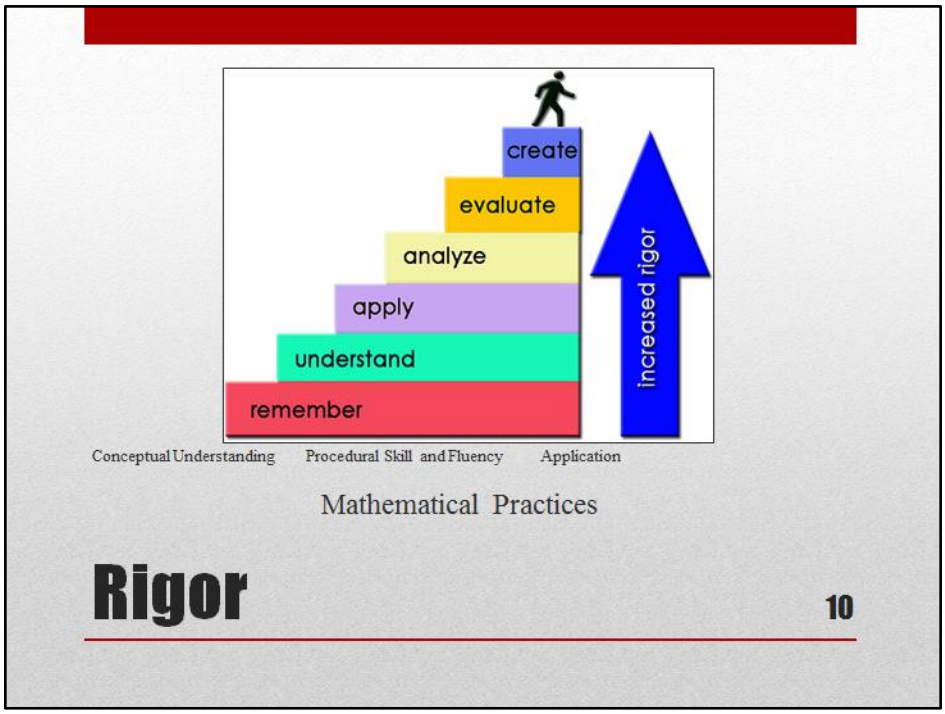
Unlike the way the original math standards document presents the standards, one level at a time, this document sequences all five levels having to do with one of the four big categories. It also leaves out the overarching standards and their clusters, presenting the grade-level designation at the beginning of the standard. Rather than each standard signaling a new concept or idea, standards at higher levels become extensions of previous learning., creating a natural flow through the material.

In addition to the Progressions document, Jason Zimba, one of the writers of the Common Core standards, has mapped all of the common core standards to show how they are connected across and within each grade level Let me show you how it works. Follow this link or go to the Achieve the Core website and search for coherence map. Choose the standard you're targeting in your lesson to see what previous learning is needed and to see the next standard in the progression.



Rigor, the third key shift for math may be the most challenging, as it is a term used to describe a balance of three important components of math instruction- conceptual understanding, procedural skill and fluency, and real-life application. A close examination of the CCR Standards for Mathematics reveals all three components. Some of the standards are strictly procedural, such as "Fluently multiply multi-digit whole numbers using the standard algorithm." But many standards ask for a deeper understanding than simple computation. Verbs such as: interpret, apply, understand, determine, explain are used throughout. Whereas we know the importance of using real-life contexts to make math relevant for our students, some standards say to do so explicitly, such as this one from Level D (Number System). …

With the key advance of rigor, the standards are asking us to move away from an emphasis on computation to a much deeper understanding of mathematical concepts, such as properties and patterns. Students with a solid conceptual understanding see mathematics as more than just a set of procedures, more than "how to get the answer". They don't have to rely on memorization to arrive at a solution.



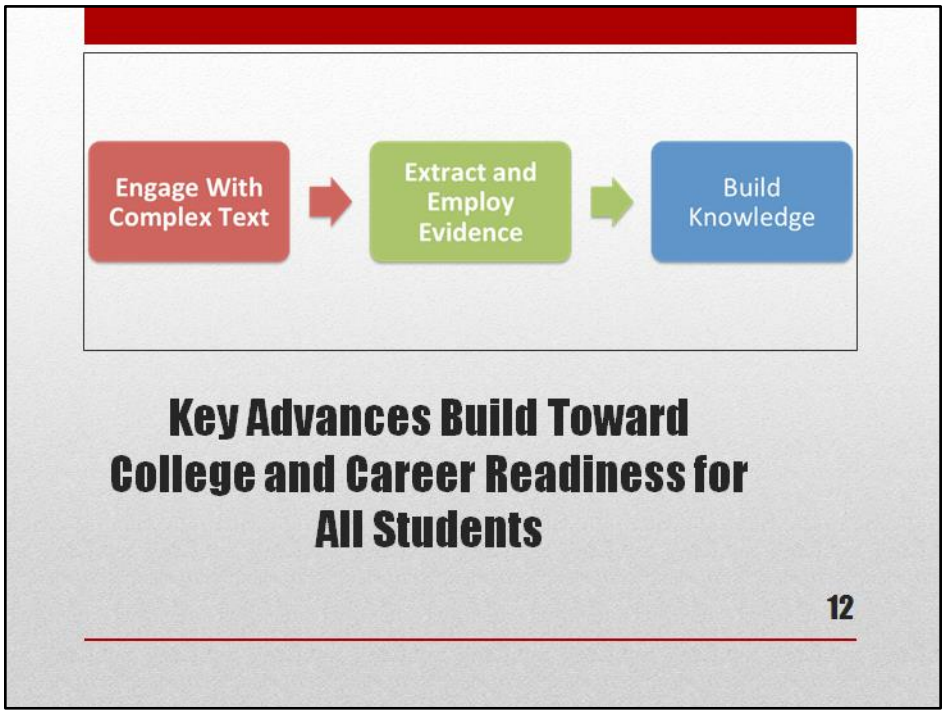
It may help to apply the Bloom's hierarchy in teaching math skills. All of these levels of Blooms can be found in the standards. The 8 Mathematical Practice standards encourage our students to interact with math content that pushes them into the higher levels of rigor. Practice standards like MP.2 Reason abstractly and quantitatively, or MP. 3 Construct viable arguments and critique the reasoning of others, or MP.7 Look for and make use of structure. The practice standards act as a framework for conceptual understanding.

Resources for rigor along with Focus and Coherence can be found on the reworked SBI page on the kyae web site. Now, here's Dawn to take you through some great tools to use in your RLA, Science and Social Studies instruction.

Read Like a Detective

Write Like a Reporter

ELA Standards in a Nutshell



Big Idea: The three key advances are connected and build on one another.

Facilitator Talking Points:

- When students engage with complex text and extract and employ evidence from those texts, they gain knowledge, enlarge their experience, and broaden their worldviews.
- Students who meet the CCR Standards undertake the close, attentive reading that is essential to understanding complex works.

- Read closely and extract information from complex text
- Analyze what they have read
- Make logical inferences or valid claims
- Evaluate evidence gleaned from text
- Express information or findings in words

What students need to know and be able to do

Student Outcomes

In everyday life…

Applying for a job, negotiating the price of a new car, arguing in traffic court, reading school documents, medical reports, and advertisements,

In academic life…

Taking notes, drawing conclusions from readings, writing essays and papers, researching, taking assessments

On the job…

Reading and writing emails, understanding and researching information, writing reports, communicating with team members

Anywhere and everywhere…

Irrefutably making your point, writing to be read, communicating to be heard, critically evaluating others arguments, protecting yourself from unethical persuasive tactics, recognizing faulty reasoning when you see it.

Key Shifts in the ELA Standards

Shift 1: Complexity

- Regular practice with complex text and its academic language

Shift 2: Evidence

- Reading, writing, speaking grounded in evidence from text, both literary and informational

Shift 3: Knowledge

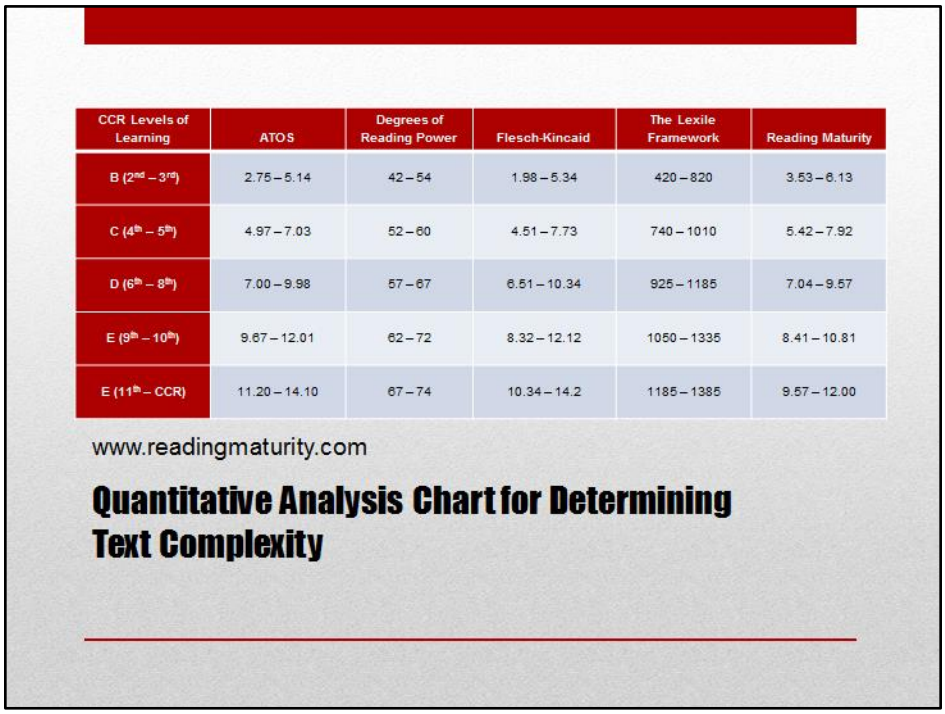
- Building knowledge through content-rich nonfiction

http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

Regular practice with complex text and its academic language

- Quantitative scales or readability formulas
  - Word length
  - Word frequency/familiarity
  - Sentence length
- Qualitative Measures
  - Purposes
  - Text Structures
  - Language features
  - Knowledge demands
- Professional judgment of the reader and task

Features of Text Complexity



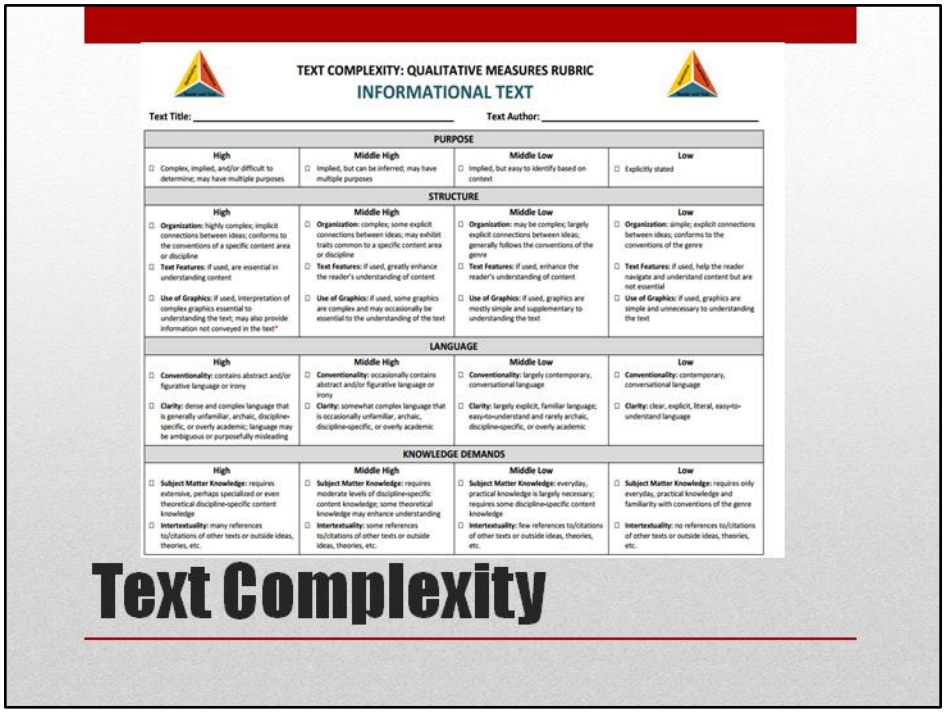
Big Idea: Introduce quantitative measures. Run a text through: http://www.readingmaturity.com/

Facilitator Talking Points:

- Number 2 "Access to Quantitative Analysis Tools" offers directions on how to run a text through a computer program to determine text complexity
- Number 3 "Quantitative Analysis Chart for Determining Text Complexity" – different publishers use different tools to measure text complexity. This gives a range of available tools that are all valid measures of texts.

Facilitator Notes:

- Explain how to use the support tools #2 and #3.
- Run a preselected text from the resource (and typed in Word) through Reading Maturity or other measure unless the resource has already provided a quantitative measure.
- Alternatively, do this review prior to the training and tell participants in what level, according to this chart, this text belongs.
- Clicking the hyperlink "access" will take you to the Reading Maturity Website to demonstrate.
- ----- Meeting Notes (5/14/15 13:14) -----
- May not start at the complexity level but you want to get them there quickly.



TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC

INFORMATIONAL TEXT

Text Title: _____ Text Author: _____

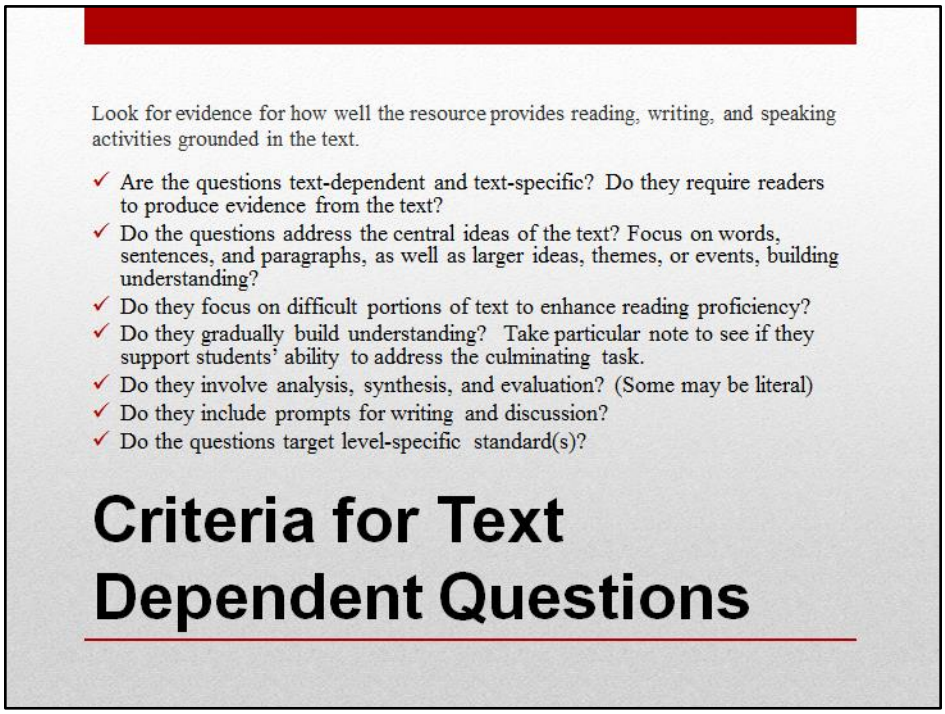
	High	Middle High	Middle Low	Low
PURPOSE	☐ Complex, implied, and/or difficult to determine; may have multiple purposes	☐ Implied, but can be inferred; may have multiple purposes	☐ Implied, but easy to identify based on context	☐ Explicitly stated
STRUCTURE	☐ **Organization:** highly complex; implicit connections between ideas; conforms to the conventions of a specific content area or discipline ☐ **Text Features:** if used, are essential in understanding content ☐ **Use of Graphics:** if used, interpretation of complex graphics essential to understanding the text; may also provide information not conveyed in the text*	☐ **Organization:** complex; some explicit connections between ideas; may exhibit traits common to a specific content area or discipline ☐ **Text Features:** if used, greatly enhance the reader's understanding of content ☐ **Use of Graphics:** if used, some graphics are complex and may occasionally be essential to the understanding of the text	☐ **Organization:** may be complex; largely explicit connections between ideas; generally follows the conventions of the genre ☐ **Text Features:** if used, enhance the reader's understanding of content ☐ **Use of Graphics:** if used, graphics are mostly simple and supplementary to understanding the text	☐ **Organization:** simple; explicit connections between ideas; conforms to the conventions of the genre ☐ **Text Features:** if used, help the reader navigate and understand content but are not essential ☐ **Use of Graphics:** if used, graphics are simple and unnecessary to understanding the text
LANGUAGE	☐ **Conventionality:** contains abstract and/or figurative language or irony ☐ **Clarity:** dense and complex language that is generally unfamiliar, archaic, discipline-specific, or overly academic; language may be ambiguous or purposefully misleading	☐ **Conventionality:** occasionally contains abstract and/or figurative language or irony ☐ **Clarity:** somewhat complex language that is occasionally unfamiliar, archaic, discipline-specific, or overly academic	☐ **Conventionality:** largely contemporary, conversational language ☐ **Clarity:** largely explicit, familiar language; easy-to-understand and rarely archaic, discipline-specific, or overly academic	☐ **Conventionality:** contemporary, conversational language ☐ **Clarity:** clear, explicit, literal, easy-to-understand language
KNOWLEDGE DEMANDS	☐ **Subject Matter Knowledge:** requires extensive, perhaps specialized or even theoretical discipline-specific content knowledge ☐ **Intertextuality:** many references to/citations of other texts or outside ideas, theories, etc.	☐ **Subject Matter Knowledge:** requires moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding ☐ **Intertextuality:** some references to/citations of other texts or outside ideas, theories, etc.	☐ **Subject Matter Knowledge:** everyday, practical knowledge is largely necessary; requires some discipline-specific content knowledge ☐ **Intertextuality:** few references to/citations of other texts or outside ideas, theories, etc.	☐ **Subject Matter Knowledge:** requires only everyday, practical knowledge and familiarity with conventions of the genre ☐ **Intertextuality:** no references to/citations of other texts or outside ideas, theories, etc.

Text Complexity

Features of Evidence

Reading, writing, speaking grounded in evidence from text, both literary and informational

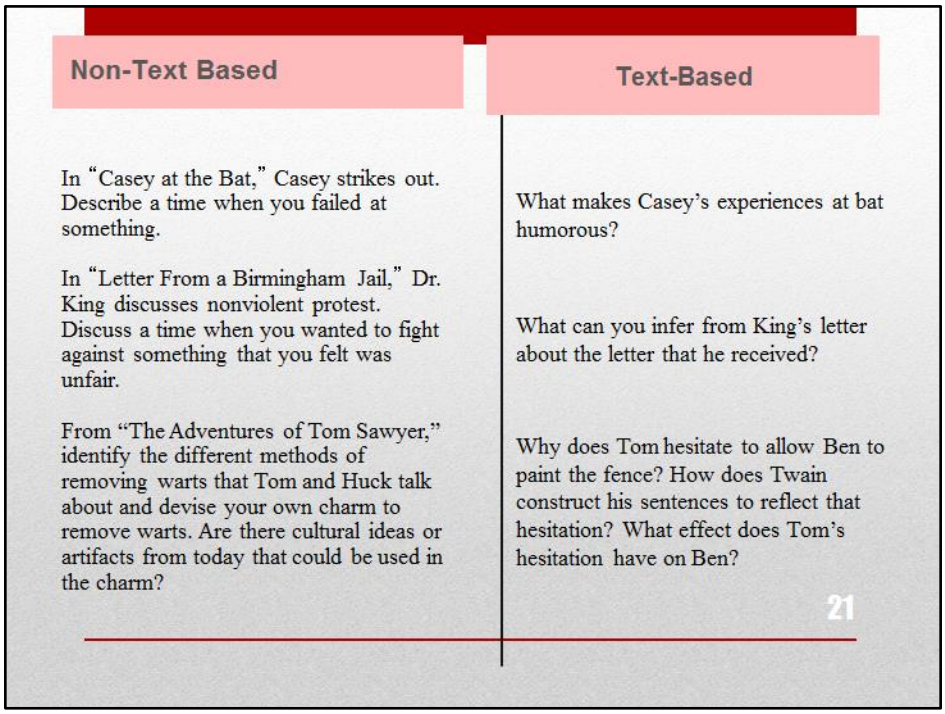
- **Students must be able to cite evidence from the text in order to present**
  - **Careful analyses**
  - **Well-defended claims**
  - **Clear information**
- **Ability to locate an deploy evidence are hallmarks of strong readers and writers**



Big Idea: Determine if the questions and tasks are text-dependent and text-specific.

Facilitator Notes:

- For each question, ask participants to provide evidence for the answer.
- This work is to be done in collaboration with colleagues, not as an independent review (many heads are always better than one).
- Select one lesson and lead the whole group through discussion of questions 1–4.



What makes these questions non or tex-dependent?

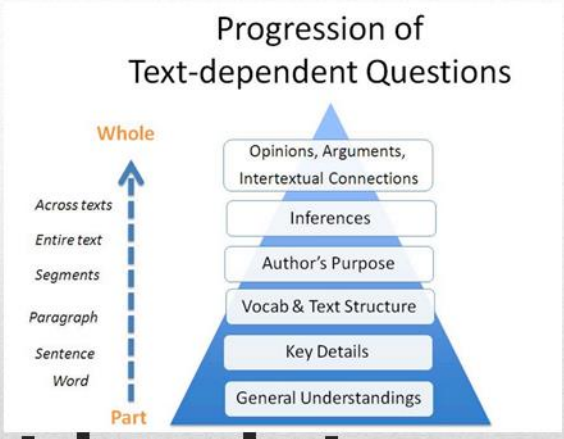
Big Idea: Participants need to be able to identify a text-dependent question.

Facilitator Talking Points:

- These are all real-life examples of other sorts of questions compared with a text-dependent one about the same text.
- It is easy to see that the questions on the left side pull students away from the text as opposed to deeper into it.

Facilitator Notes:

- Take some time to go through these examples to illuminate the difference between a text-dependent question and a non-text-dependent question.

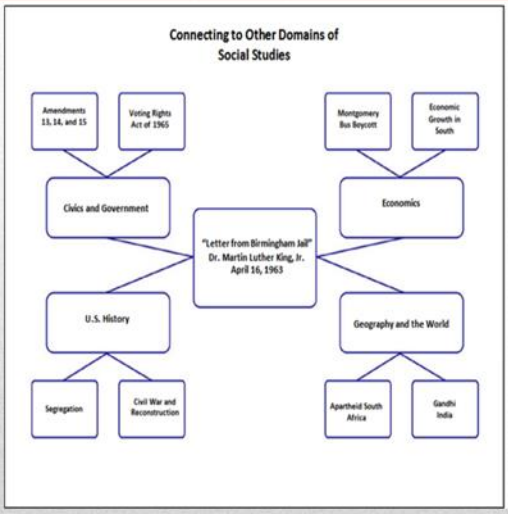


Text-dependent Questions

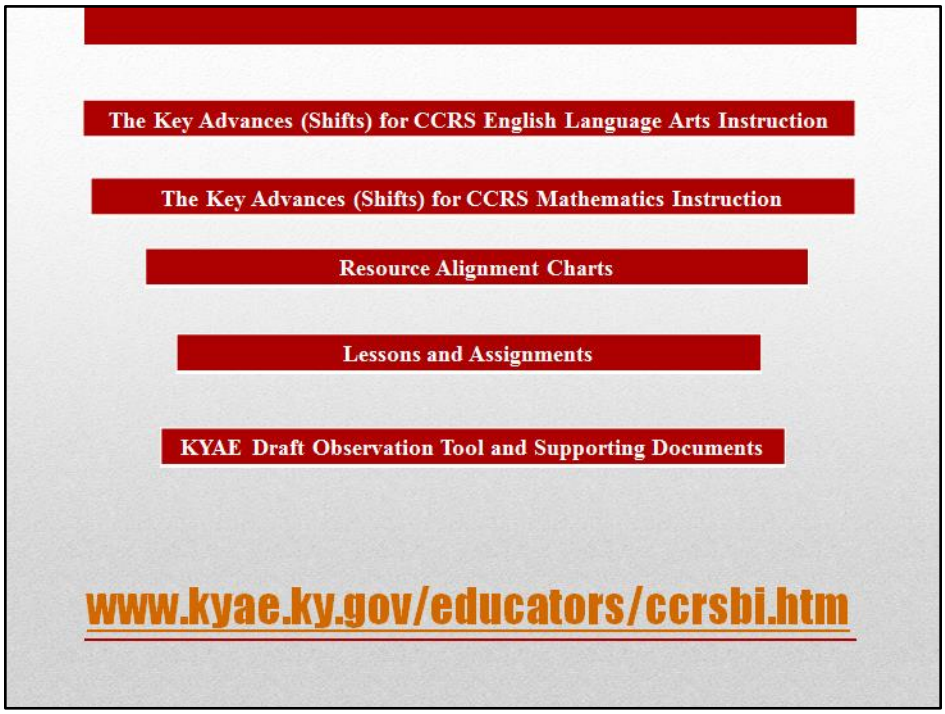
Features of Knowledge

Building knowledge through content-rich nonfiction

- Literacy across the disciplines of
  - Science
  - Social Studies
  - Technical Subjects
- Shift to nonfiction text that constitutes the majority of what people read in college and the workplace



Building Knowledge


The Key Advances (Shifts) for CCRS English Language Arts Instruction
The Key Advances (Shifts) for CCRS Mathematics Instruction
Resource Alignment Charts
Lessons and Assignments
KYAE Draft Observation Tool and Supporting Documents
www.kyae.ky.gov/educators/ccrsbi.htm